

Institutional Report

STANDARDS	PROPOSED CHANGES TO RULES	COMMENTS
Subchapter 9 Standards for Approving Competency-Based or Performance-Based Programs		
10.58.901 STANDARDS FOR APPROVING COMPETENCY-BASED OR PERFORMANCE-BASED PROGRAMS	10.58.901 STANDARDS FOR APPROVING COMPETENCY-BASED OR PERFORMANCE-BASED PROGRAMS	
(1) These standards apply to all competency-based and performance-based teacher education programs. For each program, the institution shall: (a) develop and adopt an explicit statement of "program exit" competencies that relate to the entry-level professional role. These competencies must include all of the criteria implicit in the general standards (subchapter 4) and specific standards (subchapter 5);	(1) These standards apply to all competency-based and performance-based teacher education programs. For each program, the institution shall: (a) develop and adopt an explicit statement of "program exit" competencies that relate to the entry-level professional role. These competencies must include all of the criteria implicit in the general standards (subchapter 4) and specific standards (subchapter 5);	
(b) provide a program design that: (i) relates the competencies (cited in (a) above) to modules, subcourses, or courses;	(b) provide a program design that: (i) relates the competencies (cited in (a) above) to modules, subcourses, or courses;	
(ii) lists the learning activities involved; and	(ii) lists the learning activities involved; and	
(iii) specifies the assessment techniques used to verify the attainment of these competencies;	(iii) specifies the assessment techniques used to verify the attainment of these competencies;	
(c) formally assess follow-up data to determine the relationship between "exit" competencies and initial professional role performance. Such assessment shall be considered in program development; and	(c) formally assess follow-up data to determine the relationship between "exit" competencies and initial professional role performance. Such assessment shall be considered in program development; and	
(d) use an on-site evaluation team, designated by the board of public education, to determine the institution's performance in the development and verification of a	(d) use an on-site evaluation team, designated by the board of public education, to determine the institution's performance in the development and verification of a	



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candidate's role competency and in the collection and use of follow-up data.	candidate's role competency and in the collection and use of follow-up data.	
(History: 20-2-114, MCA; <u>IMP</u> , 20-2-121, MCA; <u>NEW</u> , 1979 MAR p. 492, Eff. 5/25/79; <u>AMD</u> , 1984 MAR p. 831, Eff. 5/18/84.)		

